

## The Natural World



Protégez le bleu des océans

### NAMIBIE

#### Tuer un rhino pour en sauver d'autres ?

A Dallas, le week-end dernier, un permis de chasser un rhinocéros noir namibien a été vendu aux enchères. Les organisations de défense des animaux ont protesté. Mais les autorités ont assuré que l'argent servirait à lutter contre le braconnage de cette espèce menacée.

COURRIER INTERNATIONAL | SEBASTIEN HERVIEU

15 JANVIER 2014 | 0 REAGIR

PARTAGER

Recommander 151 Twitter 22 +1 Dailymotion 1



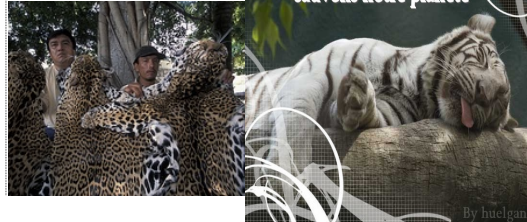
Un rhinocéros noir près de Matilene en Afrique du Sud, septembre 2004. - AFP / Alexander JOE

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Qu'est-ce que la nature évoque pour vous?

S.O.S. Animaux en danger  
-sauvons notre planète-



By huelgan

## The Destruction of the World



<https://www.youtube.com/watch?v=9nGzZpz46S8>

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Consider:

- ☐ What topic do you want to develop?
- ☐ What theme will frame the topic?
- ☐ What are possible working essential questions?
- ☐ What resources might be part of this unit?

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## World-Readiness Standards for Learning Languages



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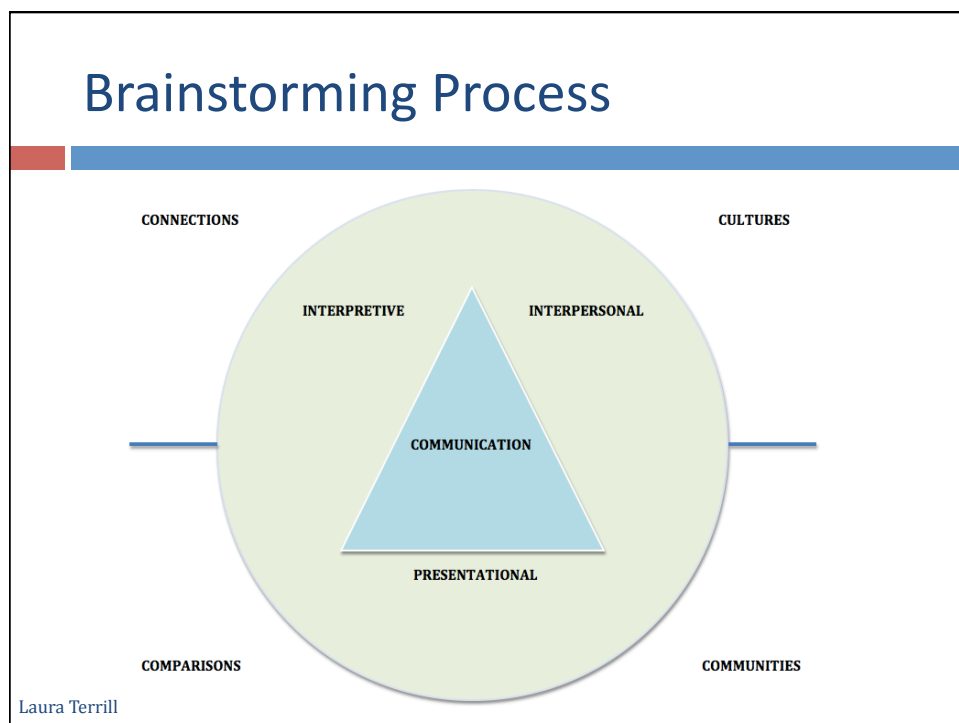
## WORLD-READINESS STANDARDS FOR LEARNING LANGUAGES

GOAL AREAS	STANDARDS		
<b>COMMUNICATION</b> Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes	<b>Interpersonal Communication:</b> Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.	<b>Interpretive Communication:</b> Learners understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.	<b>Presentational Communication:</b> Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.
<b>CULTURES</b> Interact with cultural competence and understanding	<b>Relating Cultural Practices to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.	<b>Relating Cultural Products to Perspectives:</b> Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.	

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<b>CONNECTIONS</b> Connect with other disciplines and acquire information and diverse perspectives in order to use the language to function in academic and career-related situations	<b>Making Connections:</b> Learners build, reinforce, and expand their knowledge of other disciplines while using the language to develop critical thinking and to solve problems creatively.	<b>Acquiring Information and Diverse Perspectives:</b> Learners access and evaluate information and diverse perspectives that are available through the language and its cultures.
<b>COMPARISONS</b> Develop insight into the nature of language and culture in order to interact with cultural competence	<b>Language Comparisons:</b> Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.	<b>Cultural Comparisons:</b> Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.
<b>COMMUNITIES</b> Communicate and interact with cultural competence in order to participate in multilingual communities at home and around the world	<b>School and Global Communities:</b> Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.	<b>Lifelong Learning:</b> Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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## Cultures

### Relating Cultural Practices to Perspectives

Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.



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## Cultures

### Relating Cultural Products to Perspectives

Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.



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## Cultures: The Culture Triangle

**Products**

**Practices**

**Perspectives**

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Lead with Culture  
Products — Practices — Perspectives



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## Sample EQ: How do we relate to others?



Image: [www.flickr.com/photos/swperman/159582243/sizes/m/](http://www.flickr.com/photos/swperman/159582243/sizes/m/)

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## Cultures

Cultures	<b>Products</b>	Fête de la Nature
	<b>Practices</b>	National celebration of nature
	<b>Perspectives</b>	Importance of biodiversity
	<b>Products</b>	Zoos
	<b>Practices</b>	Protecting endangered species
	<b>Perspectives</b>	Importance of educating the public about endangered species

**Relating Cultural Practices to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied.

**Relating Cultural Products to Perspectives:** Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.

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## Reflection: LinguaFolio

<http://ncssfl.org/secure/index.php?interculturality>

**Novice — I can identify some products and practices of cultures.**

This is my goal.

I can do this with help.

I can do this easily.

I have provided evidence to demonstrate this.

### INVESTIGATION OF PRODUCTS AND PRACTICES

I can identify some common products related to home and community life of other cultures and my own.

- I can identify some geographical features of other countries.
- I can identify familiar landmarks.
- I can recognize some traditional and popular songs.
- I can recognize some similarities and differences between the designs of houses, buildings, or towns.
- I can identify specific locations to have a meal, purchase a ticket, or buy something that I need.
- I can recognize some similarities and differences between my daily schedule and that of a peer in another culture.

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## Connections

- What are students learning while using the target language?
- Are they using language to learn something? Or using language just to learn the language?

### La biodiversité mondiale en danger

#### Espèces menacées d'extinction :



#### Les enjeux de Nagoya (18-21 octobre - 193 pays)

- Fixer des objectifs pour enrayer la perte des espèces d'ici 10 ans.
- Trouver un accord sur les conditions d'accès des industries du Nord aux ressources du Sud.
- Aider les plus pauvres à protéger leurs ressources naturelles.

Sources : IUCN, FAO



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## Connections

### Making Connections

Learners build, reinforce, and expand their knowledge of other disciplines while using the language to think critically and creatively to solve problems.



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## Connections

### Acquiring Information and Diverse Perspectives

Learners acquire information and access diverse perspectives that are available through the language and its culture.



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## Connections

Connections	Making Connections	Acquiring Information and Diverse Perspectives
	<ul style="list-style-type: none"> <li>•Environmental Science - biodiversity</li> <li>•Communication Arts – justifying opinions orally and in writing</li> <li>•Political Science – role of Constitution</li> </ul>	<ul style="list-style-type: none"> <li>•Website: Noé Conservation</li> <li>•Chanson: Enfants de la terre</li> <li>•La Charte de l'environnement de la France</li> </ul>

**Making Connections:** Learners build, reinforce, and expand their knowledge of other disciplines while using the language to think critically and creatively to solve problems.

**Acquiring Information and Diverse Perspectives:** Learners acquire information and access diverse perspectives that are available through the language and its culture.

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## Comparisons

### Language Comparisons

Learners use the language of study to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.



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## Comparisons

### Cultural Comparisons

Learners use the language of study to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.



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## Comparisons

Comparisons	Language Comparisons	Cultural Comparisons
	<ul style="list-style-type: none"> <li>•S'engager (<i>to get involved, commit</i>)</li> <li>•Une espèce en voie de disparition (<i>in danger of extinction</i>)</li> </ul>	<ul style="list-style-type: none"> <li>•National celebration of nature</li> <li>•Importance of protecting the environment – national charter added to Constitution</li> </ul>

**Language Comparisons:** Learners use the language of study to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own.

**Cultural Comparisons:** Learners use the language of study to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

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## Communities

### School and Global Communities

Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.



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## Communities

### Lifelong Learning

Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.



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## Communities

	School and Global Communities	Lifelong Learning
Communities	<ul style="list-style-type: none"> <li>• Small groups work to inform others about challenges related to biodiversity</li> <li>• Following environmental initiatives on Twitter  <a href="https://twitter.com/NoeBiodiversite">https://twitter.com/NoeBiodiversite</a> </li> </ul>	<ul style="list-style-type: none"> <li>• Ongoing awareness and action related to biodiversity</li> <li>• Self-assessment of progress towards unit goals</li> </ul>

**School and Global Communities:** Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world.

**Lifelong Learning:** Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

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## Setting Goals

What should learners know and be able to do by the end of the unit?

Learners will be able to:

- Define “biodiversity” and why it is important to life on Earth
- Give reasons why biodiversity is disappearing locally, regionally, globally
- Give examples of endangered species
- Compare biodiversity efforts in the French-speaking world and the US
- Give examples of what individuals can do/are doing to sustain the biodiversity of planet Earth and share via Twitter

<https://twitter.com/NoeBiodiversite>

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Consider:

- ☐ What are your goals for this unit?
- ☐ What will students do with what they learn?
- ☐ Do the goals incorporate the 5Cs?
- ☐ What are the bullet points for a student/parent friendly learning scenario?

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## Learning Scenario



Students will begin by considering how one action can have unintended consequences in the natural world and will name reasons why biodiversity is diminishing locally, nationally and globally.

They will then work collaboratively to define biodiversity in simple terms that younger children can understand and will engage in the discussion of biodiversity via twitter. They will learn about species of plants and animals that are most endangered today and consider how the loss of plants and animals threatens biodiversity. They will consider local and global initiatives for preserving biodiversity and will discuss the role that zoos in the target culture play in promoting biodiversity. Finally, they will work collaboratively to report on initiatives to effect positive change for biodiversity.

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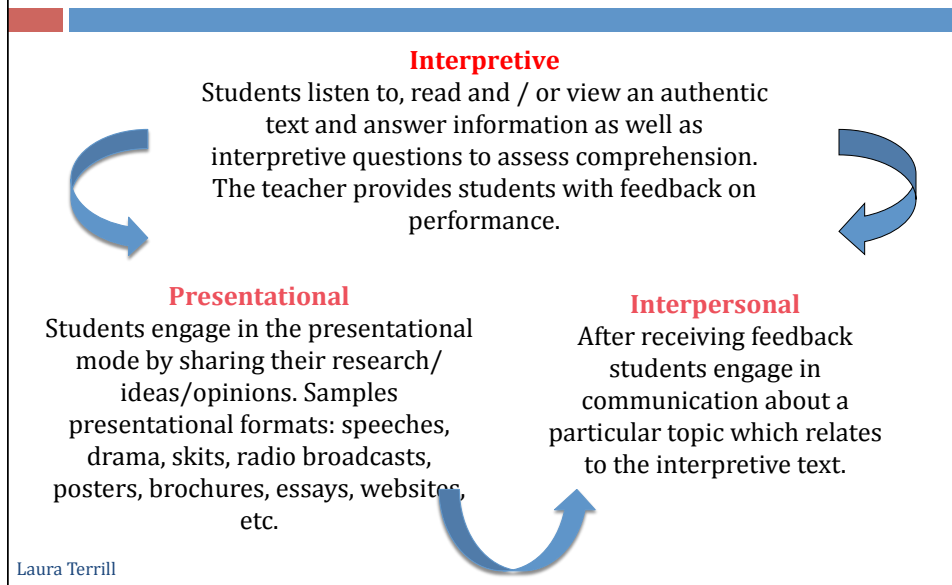
## Teaching vs Learning



Assessment of Learning

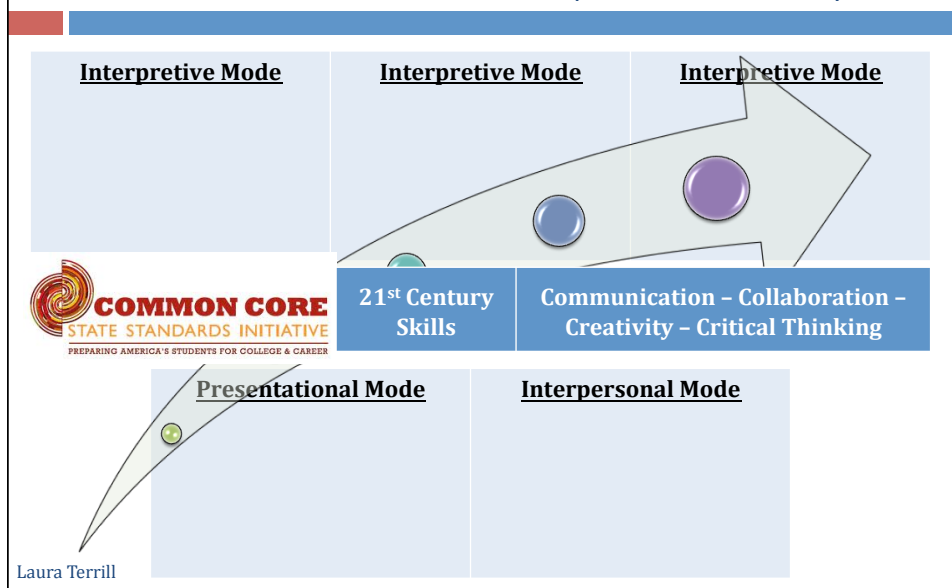
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## ACTFL Integrated Performance Assessment



### Summative Performance Tasks

Do the tasks match the targeted performance level? Do they allow students to address the essential question in some way?



## Advanced Placement Exam Format

Section		Number of Questions	Percent of Final Score	Time
Section I: Multiple Choice				Approx. 95 minutes
Part A	Interpretive Communication: Print Texts	30 questions	50%	Approx. 40 minutes
Part B	Interpretive Communication: Print and Audio Texts (combined)	35 questions		Approx. 55 minutes
	Interpretive Communication: Audio Texts			
Section II: Free Response				Approx. 85 minutes
Interpersonal Writing: E-mail Reply		1 prompt	50%	15 minutes
Presentational Writing: Persuasive Essay		1 prompt		Approx. 55 minutes
Interpersonal Speaking: Conversation		5 prompts		20 seconds for each response
Presentational Speaking: Cultural Comparison		1 prompt		2 minutes to respond

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## AP - 2012

**Presentational Writing:** You will write a persuasive essay to submit to a French writing contest. The essay topic is based on three accompanying sources that present different viewpoints on the topic and include both print and audio material. First, you will have 6 minutes to read the essay topic and the printed material. Afterward, you will hear the audio material twice; you should take notes while you listen. Then, you will have 40 minutes to prepare and write your essay. In your persuasive essay, you should present the sources' different viewpoints on the topic and also clearly indicate your own viewpoint and defend it thoroughly. Use information from all of the sources to support your essay. As you refer to the sources, identify them appropriately. Also, organize your essay into clear paragraphs.

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## AP – 2012

**Presentational Speaking:** You will make an oral presentation on a specific topic to your class. You will have 4 minutes to read the presentation topic and prepare your presentation. Then you will have 2 minutes to record your presentation.

In your presentation, compare your own community to an area of the French- speaking world with which you are familiar. You should demonstrate your understanding of cultural features of the French-speaking world. You should also organize your presentation clearly.

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## Interpretive Mode

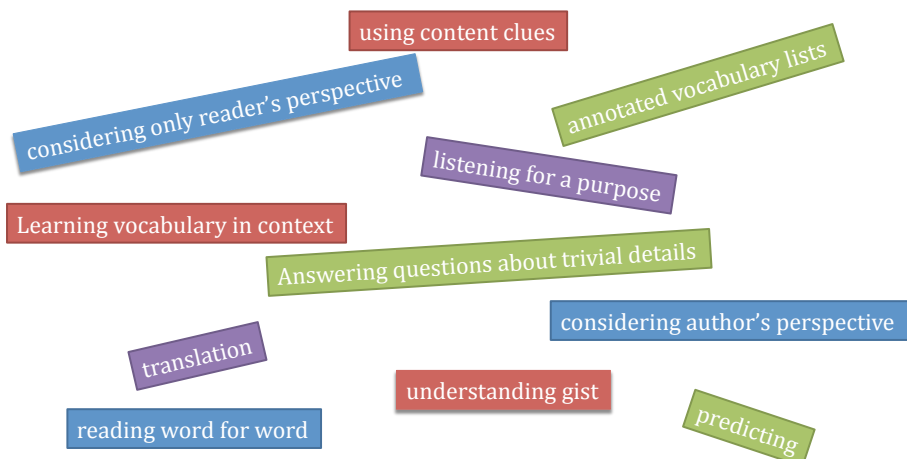
Learners understand, interpret, and analyze what is heard, read or viewed on a variety of topics.



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## Interpretive Communication is.....



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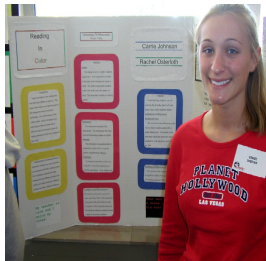
## Interpretive Communication....

is not	is
translation.	context-driven understanding (gist).
a hunt for trivial details.	whole picture; mediating meaning with the text; a focused task.
glossed readings; teaching all new vocabulary first.	familiar words in new context; and new words in a familiar context.
reading, listening or viewing from the reader's perspective only.	using the author's perspective and cultural perspective.
reading word for word.	re-phrasing chunks; retelling; predicting; and using structural clues.

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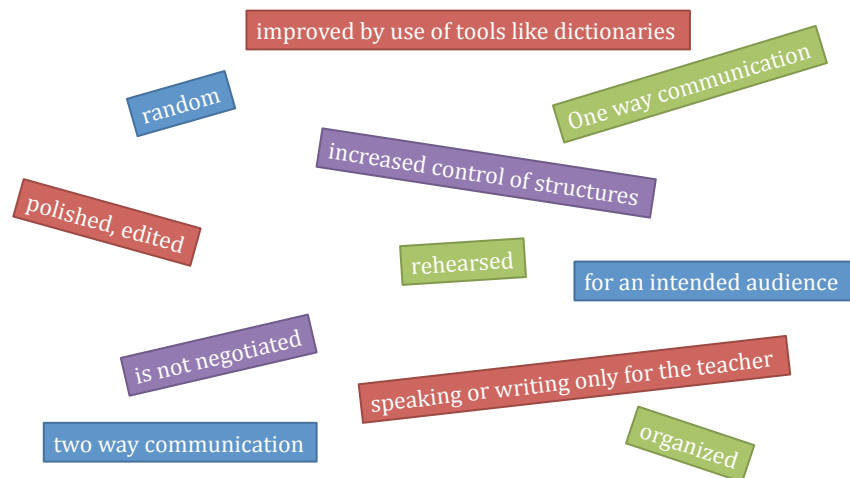
## Presentational Mode

Learners present information, concepts, and ideas to inform, explain, persuade, and narrate on a variety of topics using appropriate media and adapting to various audiences of listeners, readers, or viewers.



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## Presentational communication is.....



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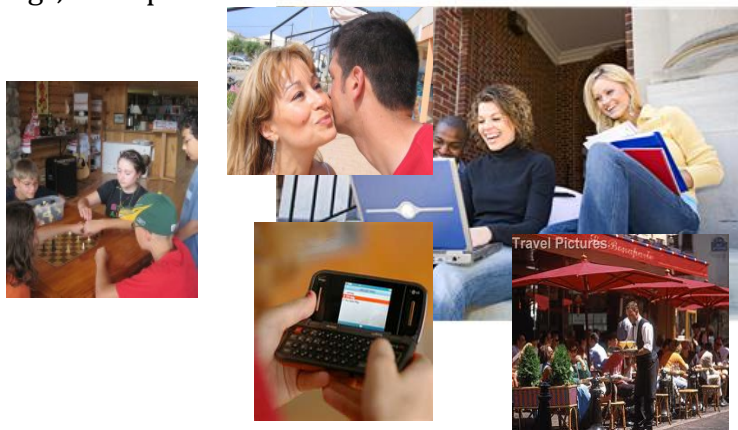
## Presentational Communication....

is not	is
negotiated communication.	one-way communication.
random.	practiced, rehearsed, polished, edited.
unplanned.	organized.
speaking or writing in a vacuum.	an awareness of audience (formal/informal; cultural context).
reliance on circumlocution	improved by using appropriate tools – dictionary, spell-check, etc.
speaking or writing only for the teacher.	produced for an intended audience and purpose.

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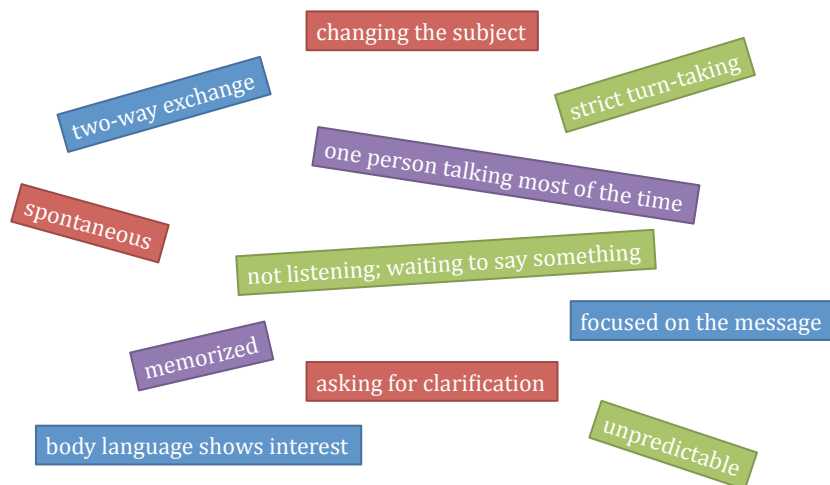
## Interpersonal Mode

Learners interact and negotiate meaning in spoken, signed, or written conversations to share information, reactions, feelings, and opinions.



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## Interpersonal Communication is.....



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## Interpersonal Communication....

is not	is
one-way communication	two-way exchange.
memorized (skits, dialogues).	spontaneous and unpredictable.
only asking all the questions.	helping each other.
strict turn taking.	following up and reacting; maintaining the conversation
ignoring your partner; waiting to say something.	indicating interest; interactive body language; eye contact.
overly concerned about accuracy.	focused on the message.
giving up when you don't understand.	Asking for clarification if communication fails/falters.

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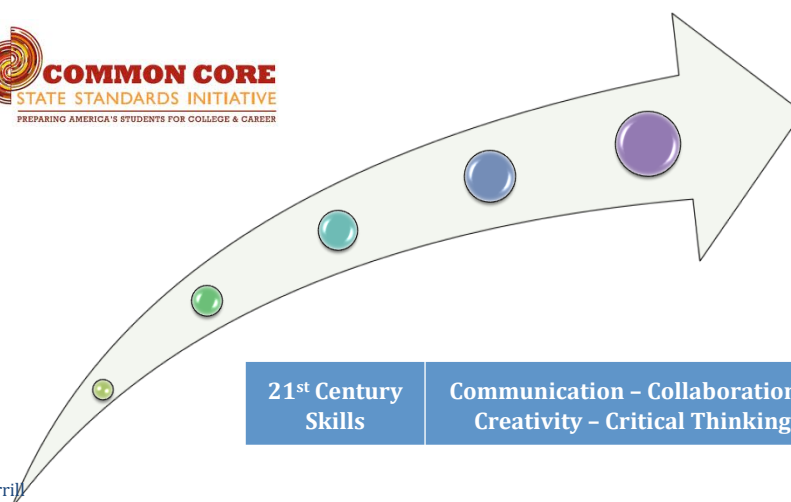
## What is the mode of communication?

1	Prepare a poster about your favorite sport.	<b>Presentation</b>
2	Watch a travel video and jot down places of interest.	<b>Interpretive</b>
3	Talk about what to do on the weekend.	<b>Interpersonal</b>
4	Send a letter to an e-pal.	<b>Interpersonal</b>
5	Create a graphic organizer for new vocabulary.	<b>Interpretive</b>
6	Create a skit where you buy something in the market.	<b>Presentation</b>

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### Summative Performance Tasks

Do the tasks match the targeted performance level? Do they allow students to address the essential question in some way?



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## Global Challenges: The Natural World

*What is biodiversity and why do we need it?*

### Interpretive Mode

Watch the video “Bouge-toi pour ta planète”; identify actions that harm the planet according to the video and propose alternatives to these actions.

### Interpretive Mode

Read and complete a graphic organizer based on the article “Lancement de la phase pilote ‘Insectes et Ciel étoilé’”. Give your opinion with justification of the potential for this initiative to succeed in the US.

### Interpretive Mode

Visit the website: [www.zoo-palmyre.fr](http://www.zoo-palmyre.fr). Give your opinion with reasons based on the information from the website on why zoos are needed/not needed.

21<sup>st</sup> Century  
Skills

Communication – Collaboration –  
Creativity – Critical Thinking

### Presentational Mode

In teams of four, make a plan to inform others via the Internet about biodiversity and why it is a global challenge. Include examples and suggestions for stopping the decline in biodiversity.

### Interpersonal Mode

Share what you have learned about biodiversity and humans' impact locally, regionally, and globally giving both positive and negative examples.

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## Connections to Common Core

### Common Core

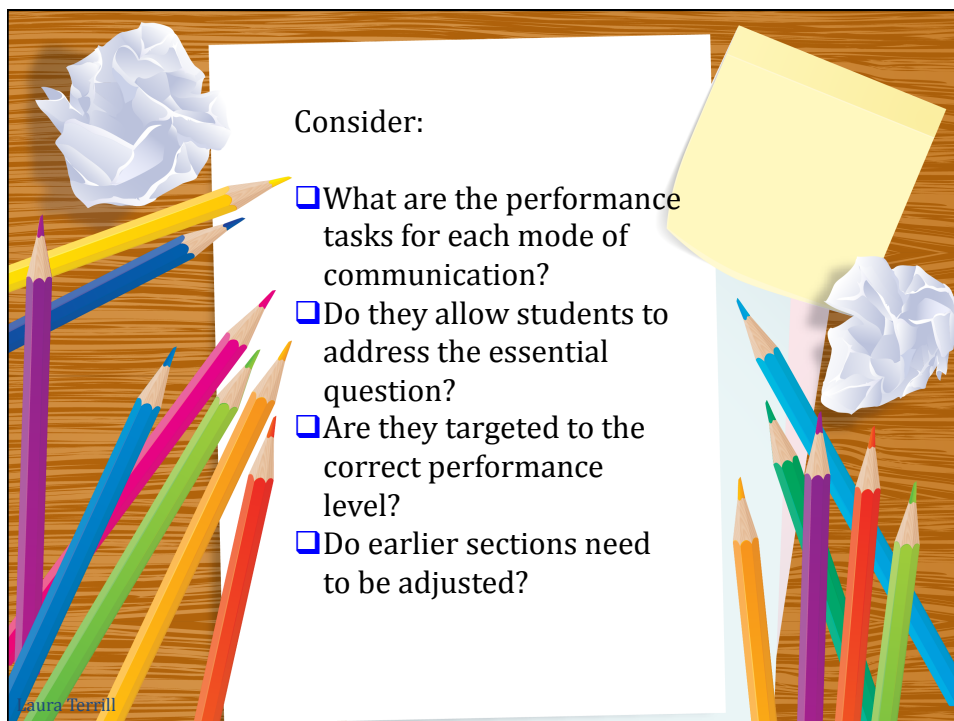
Reading 2. Determine central ideas or themes of a text and analyze their development; summarize key supporting details and ideas.

Writing 5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Writing 8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism

Speaking and Listening 1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

Speaking and Listening 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

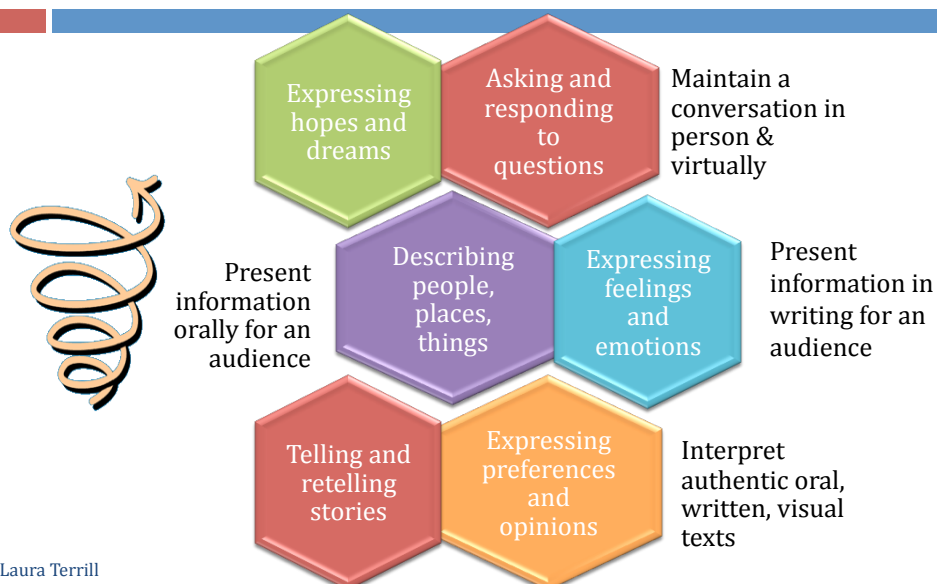


Consider:

- ☐ What are the performance tasks for each mode of communication?
- ☐ Do they allow students to address the essential question?
- ☐ Are they targeted to the correct performance level?
- ☐ Do earlier sections need to be adjusted?

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## Top Ten Functions and Related Tasks





## Increasing levels of proficiency

Novice	Intermediate			Advanced	
<b>Express feelings and emotions</b>	I can say that I am happy, sad	I can express my emotions in simple sentences	I can express emotions such as surprise, happiness, anger and sadness with some explanation	I can express and react to a variety of emotions and feelings giving detailed explanations	I can clearly clarify my emotions and feelings using precise vocabulary and detailed explanations
<b>Tell or retell stories</b>	I can say what I am doing in short memorized sentences	I can tell someone about my day in short, simple sentences	I can tell a story in a series of sentences	I can tell about something that happened or will happen giving the sequence of events	I can tell a detailed story using paragraph-length narration to describe the event

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## Text Type

## Quantity and Organization of Language Expands

- ☐ Isolated words
- ☐ Words and phrases
- ☐ Discrete sentences
- ☐ Strings of sentences
- ☐ Connected sentences
- ☐ Single paragraphs
- ☐ Multiple paragraphs
- ☐ Extended cogent discourse



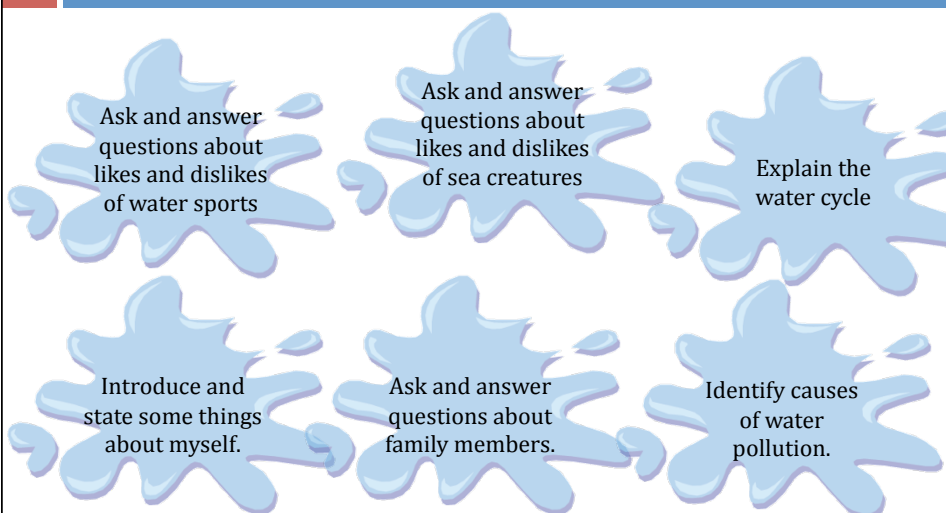
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## Student Can-do's

I can	Yes	With some help	Not yet
<b>Describe</b> plants and animals that are endangered			
<b>Express opinions</b> about biodiversity			
<b>Offer alternatives</b> to current practices			
<i>Additional options:</i>			
<b>Compare</b> biodiversity initiatives			
<b>Explain</b> the impact that man has on the environment			
<b>Express</b> opinions on zoos			

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## Student Can-do's



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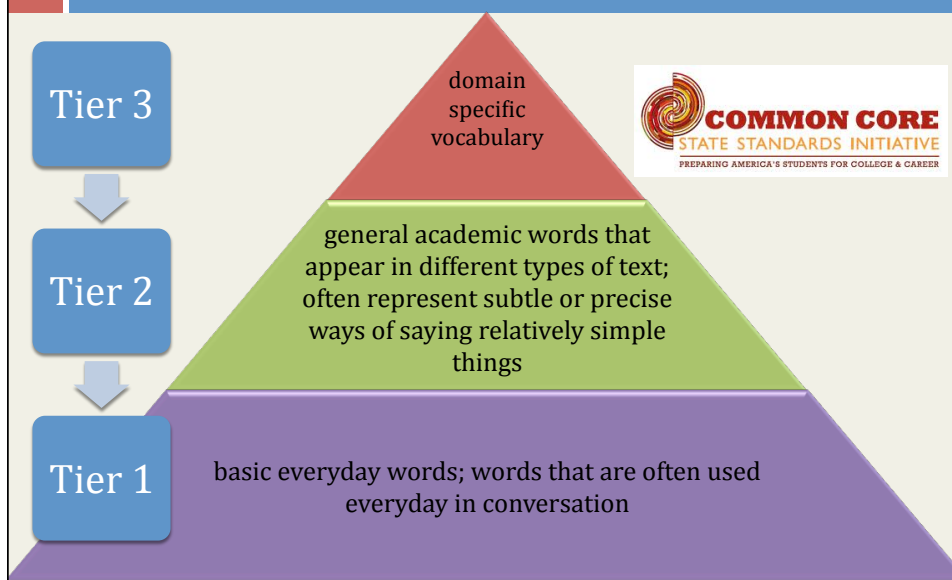
Toolbox		
Language Functions I can....	Related Structures/ Patterns	Essential Vocabulary
<b>Describe</b> plants and animals that are endangered		
<b>Express opinions</b> about biodiversity		
<b>Offer alternatives</b> to current practices		
<b>Compare</b> biodiversity initiatives		
<b>Explain</b> the impact that man has on the environment		
<b>Express</b> opinions on zoos		
<b>Compare</b> biodiversity initiatives		

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Toolbox		
Language Functions I can....	Related Structures/ Patterns	Essential Vocabulary
<b>Describe</b> plants and animals that are endangered	Adjective placement, agreement Relative pronouns que, qui(ex: the animals that are endangered....)	
<b>Express opinions</b> about biodiversity	It is important to protect.... It is good to help.... It is necessary to....	
<b>Offer alternatives</b> to current practices	Instead of cutting down trees...	
<b>Compare</b> biodiversity initiatives	In France, they ..., but in US...	
<b>Explain</b> the impact that man has on the environment		
<b>Express</b> opinions on zoos	I think that, it seems that,	

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## Determining Vocabulary



## Determining Vocabulary



## Determining vocabulary



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Hear the conversation you want students to have. Do not teach the conversation.

- What about (pandas)? Are they endangered?
- Yes, they are primarily because of changes in habitat.
- How serious is the problem?
- It's critical. There are only # left.

## Vocabulary: Imagine the conversation.....

### Describe plants and animals that are endangered

	Is the (panda) endangered?
	Yes, the (panda) is endangered because of (hunting).
	poaching
	climate change
	water pollution
	changes in habitat
	How serious is the problem?
	There are approximately (#) left.
	What is the solution?
	We can consume less.
<b>Personal Vocabulary</b>	
	other animals/plants
	other causes

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Give both target language and English. Be sure to include questions and memorized chunks for answers. Do not teach from vocabulary list. This is a reference document for students.

Toolbox		
Language Functions I can....	Related Structures/ Patterns	Essential Vocabulary
<b>Describe</b> plants and animals that are endangered	Adjective placement, agreement Relative pronouns que, qui(ex: the animals that are endangered....)	<b>Tier 1</b> Names of plants, animals Adjectives describing plants & animals: size, color Categories of biodiversity It is important, good, necessary... Instead of.... <b>Tier 2</b> Engagement Crisis Classifications; mammals, amphibians, reptiles Biomes Endangered species
<b>Express opinions</b> about biodiversity	It is important to protect.... It is good to help.... It is necessary to....	
<b>Offer alternatives</b> to current practices	Instead of cutting down trees...	
<b>Compare</b> biodiversity initiatives	In France, they ..., but in US...	
<b>Explain</b> the impact that man has on the environment		
<b>Express</b> opinions on zoos	I think that, it seems that,	

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Consider:

- ❑ What are the can do statements that address what students will need to be able to do in order to complete the performance tasks?
- ❑ Are there other can do statements that should be part of this unit?
- ❑ What structures are needed to complete the tasks?
- ❑ What vocabulary is required to complete the tasks?

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## Key Learning Activities/Formative Assessment

Key Learning Activities/Formative Assessments		
Key Learning Activity/ Formative Assessment	How does this activity support the unit goals or performance tasks?	Mode of Communication
Discuss infographic of endangered species	Activates interest in unit theme	Interpretive, Interpersonal
View video of song "Enfants de la terre"	Shows images related to biodiversity	Interpretive Interpersonal
Brainstorm what biodiversity means and includes	Provides definition of biodiversity	Interpersonal
Complete an information gap activity related to biodiversity	Categorizes different aspects of biodiversity	Interpersonal
Write an introductory reflection on why biodiversity is important	Practice expressing opinions	Presentation

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## Resources



### Key Considerations:

- First section of template that truly is different by language
- Must determine where resources will be stored
- Internal district capacity may or may not be sufficient for video, images, etc.

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<http://www.catherine-ousselin.org/technology.html>



## Thinking About Syncing?

### Technology resources for the World Language Classroom

[Catherine Ousselin](#) - [Technology Consultant](#) for World Language / French Teacher

Technology resources

iOS Apps

Digital Storytelling/Presentation

Curating and Collaboration Tools

Activity / Quiz Generators

Backchanneling/discussion Tools

Recording Tools

Interactive Whiteboard Tools

Gadget / Accessory Ideas

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<http://novastartalk.nvcc.edu/getting-started/unit-overview/>



[Home](#) [About](#) [Units & Activities](#) [Forum](#) [Galleries](#) [Events](#) [Works Cited](#) [Contact](#)

### Unit Overview

Much like the face-to-face NOVASTARTALK workshop, this site is built in **units** and individual **activities**. Users may approach units sequentially or go right to the lessons that suit their instructional needs. Given that individuals will come to this site with varying technical skill levels and backgrounds, the lessons are meant to be chosen a la carte. Choose the lessons that are consistent with your skill-level and that are beneficial to your target audience (i.e. K-12, Higher Ed).

In working through the units, you'll want to begin by reading the Introduction and rationale for learning the various software/materials relating to that specific unit. Afterwards, you'll browse through the **Activities** for that unit and pick and choose activities based on your skill level. Many of the activities are tailored towards various skill levels, and very few have challenging prerequisites - you'll find that you'll be able to dive right in to the majority of our content.

For teacher developers planning to teach the workshop on their own, each unit has a list of recommended lessons that demonstrate that unit topic. In addition, we have full lesson plans, activity management, and sample workshop agendas available under **Recommendations for Faculty Developers**.

Whether you are a teacher or teacher developer, have fun exploring the site and building up a custom lesson plan for yourself based on your own learning goals.



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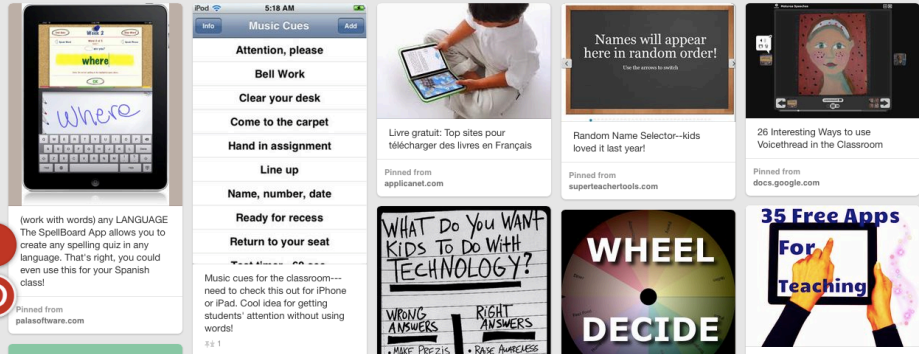
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